

Introduction to FASD

Webinar Series

Part 1 of 4

Introductions – Our Team

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Disclosure

The presenters have no financial relationship to this program.

Objectives

1. Examine the importance of education related to the impact of FASD on students.
2. Demonstrate increased confidence in discussions with parent/caregivers about FASD.
3. Determine what types of interventions are effective for students with FASD.

FASD vs FAS

FASD: Umbrella term describing a range of lifelong effects that can occur in a person whose mother drank alcohol during pregnancy.

The brain is the organ typically affected and can be damaged by alcohol at any time during pregnancy.

“Of all the substances of abuse (including cocaine, heroin, and marijuana), alcohol produces by far the most serious neurobehavioral effects in the fetus.”

– Institute of Medicine Report to U.S. Congress, 1996

Fetal Alcohol Syndrome (FAS)

- A permanent birth defect syndrome caused by maternal alcohol drinking during pregnancy.
- FAS is the leading preventable cause of intellectual disability in the Western world.

Characterized by:

- Growth deficiency
- A unique pattern of facial features
- Severe brain dysfunction including structural neurological, and/or functional abnormalities.

Students with undiagnosed FASD may
have an incorrect diagnosis...

Do these behaviors sound familiar?

Student Behavior

- Overstimulated in social situation (a crowded classroom or hallway, or among strangers)
- Overreacts to situations with surprisingly strong emotions
- Displays rapid mood swings set off by seemingly small events
- Poor attention span
- Has trouble completing tasks

Why does diagnosing make a
difference?

By Understanding How FASD Impacts
Students We Can...

- Create an environment responsive to the unique needs
 - Design appropriate and timely interventions
 - Facilitate diagnosis
 - Collaborate with families to advocate for services
 - Improve academic outcomes and quality of life

PAUSE...

Think About...

Where to Start?

How do you think about family and
community engagement?

Need to understand and shift our
thinking

Models of Family Engagement

1. Based on White, middle class norms
2. These models shape how school interact with families
3. Power dynamics and social capital at play

Hard to -

DISRUPT

Why Does this Matter?

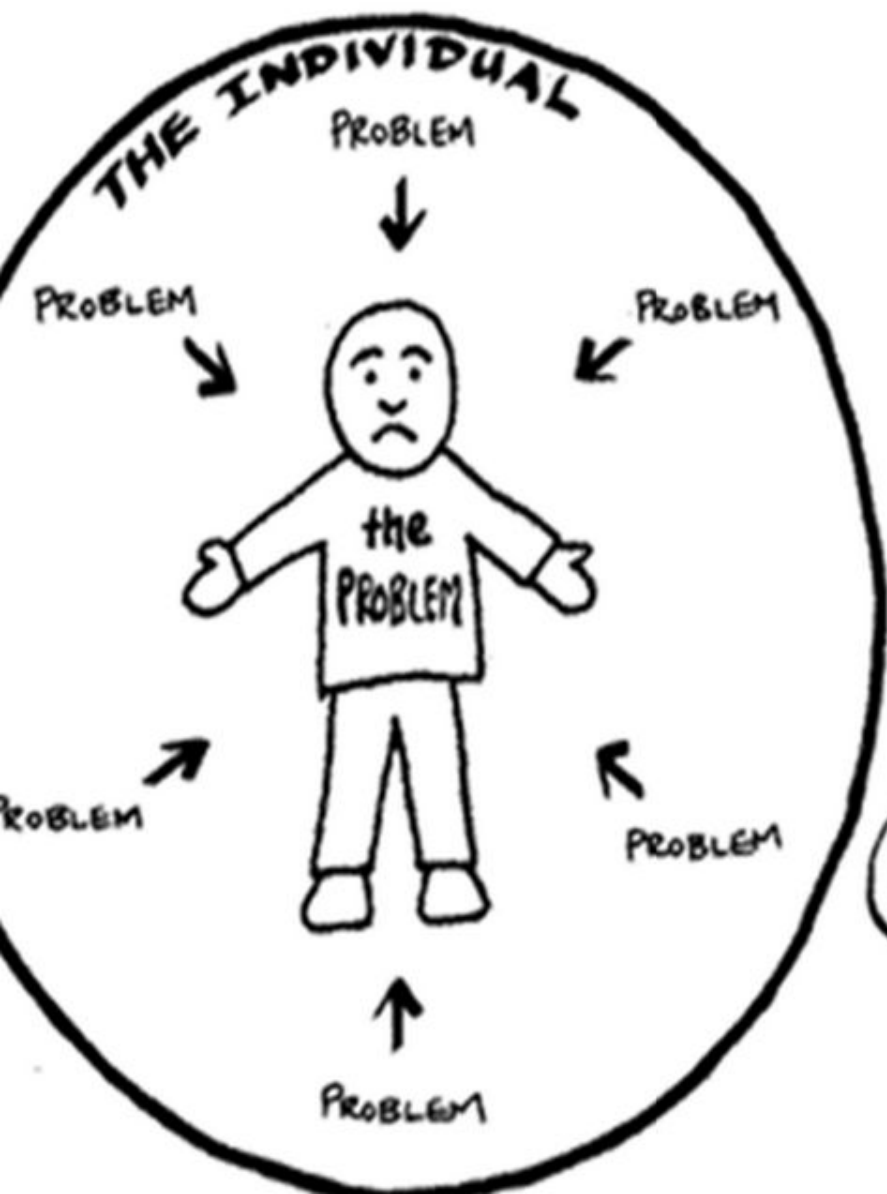
History of injustices against Native Americans combined with poor educational practices makes it difficult for many to trust or form relationships with teachers or related service personnel

Need to understand this context and consider your own perspectives prior to engaging with families around disability

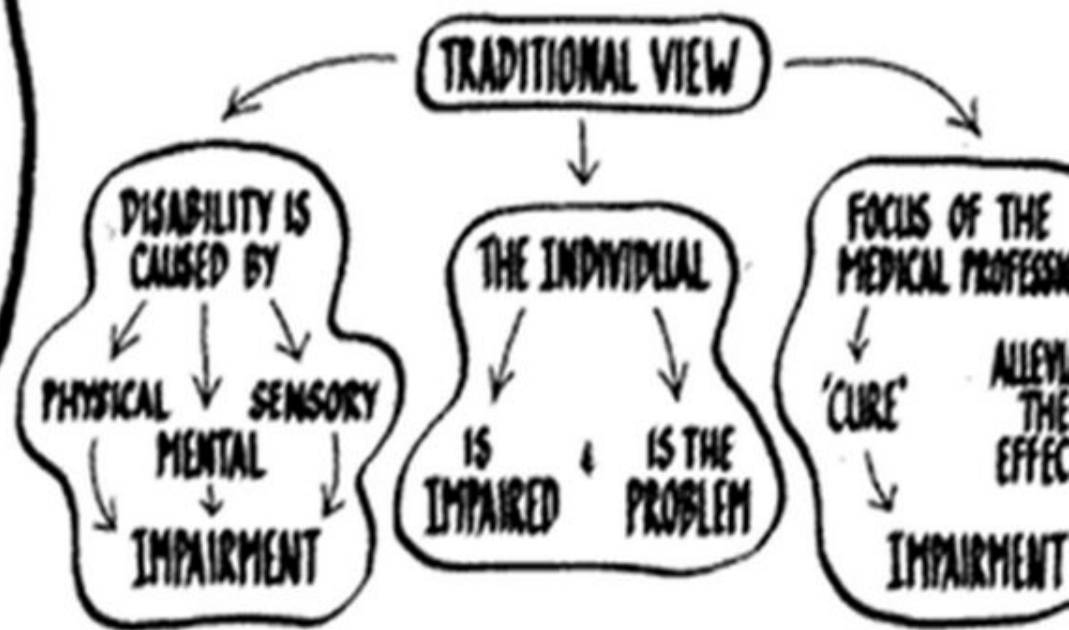
How do we view disability?

- Something wrong with a person's body
- Someone can't do things or learn "normally"
- Labels – alphabet soup
- Why does this matter?

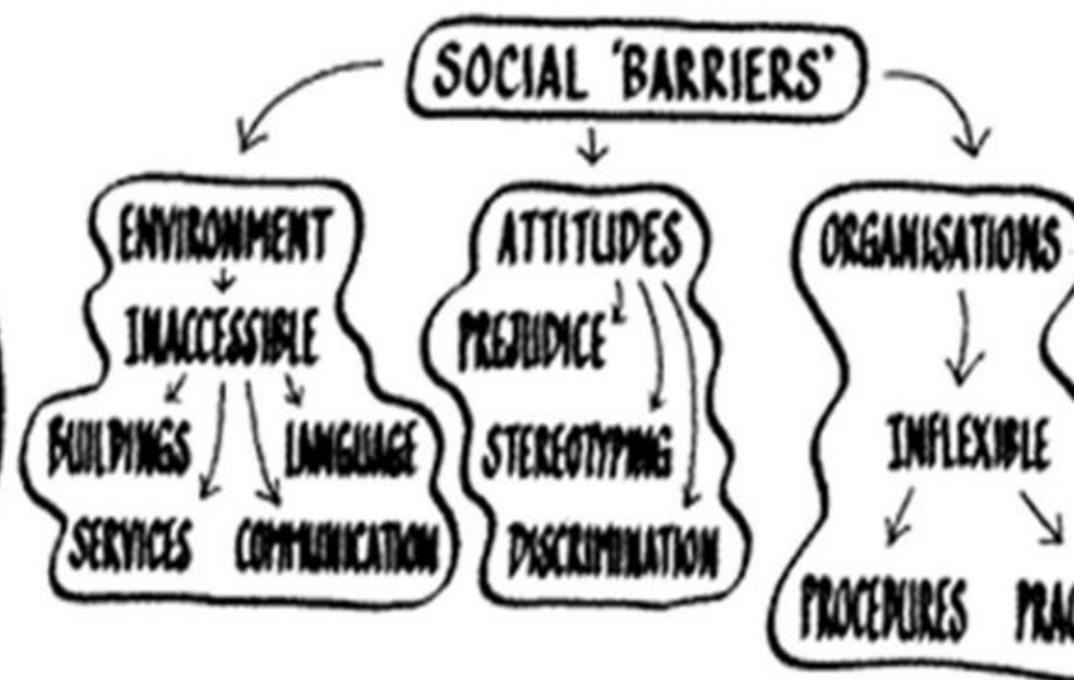
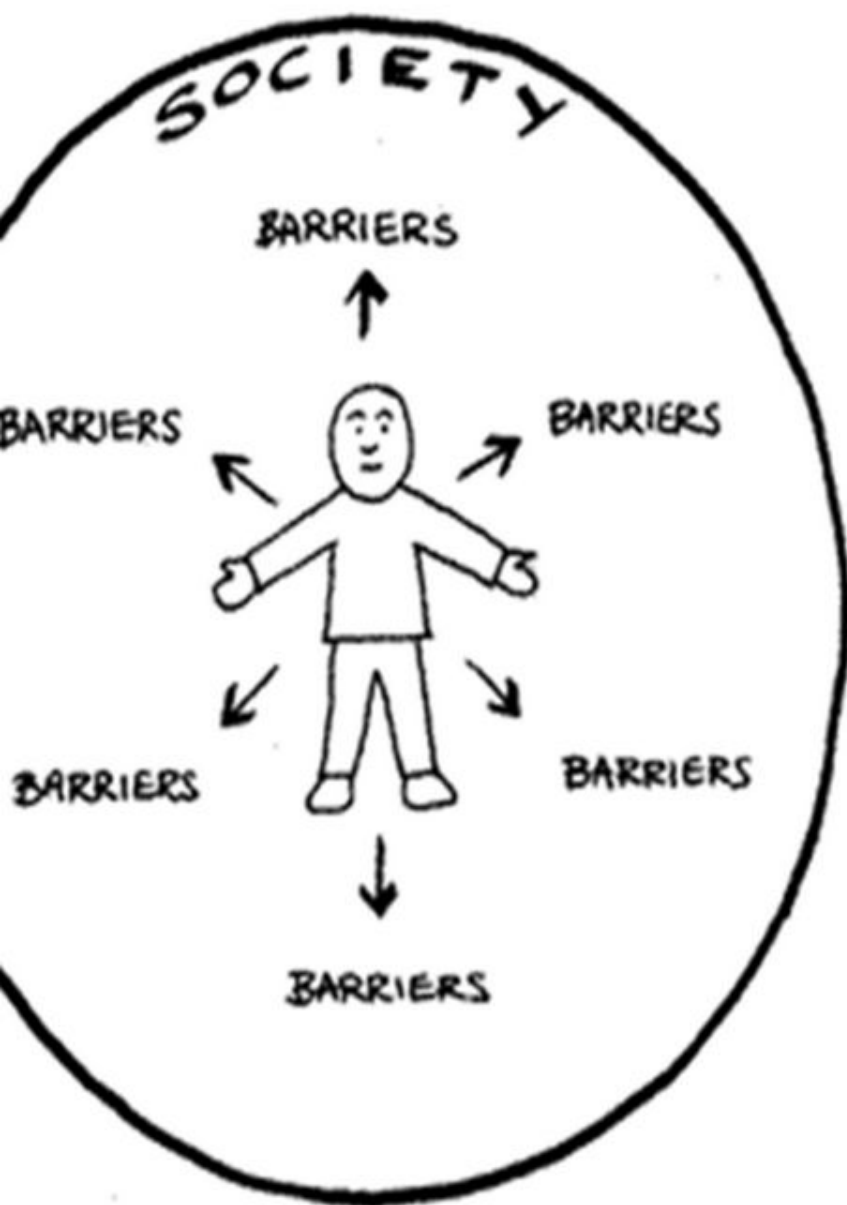
THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS
OFTEN POSE REAL DIFFICULTIES BUT
- THEY ARE NOT THE MAIN PROBLEMS



THE SOCIAL MODEL OF DISABILITY



Focus on supports versus what they
can't do

How do you connect?

A few strategies for partnering

1. Reach out to Parents and Families early
2. Determine the best method of communication
3. Clearly explain parental rights
4. Communicate progress
5. Open the school/classroom
6. Participation
7. Go to the community – spend time

Resources for Family/Community

- Families Moving Forward Project
<http://depts.Washington.edu/fmffasd/index.php>
- National Organization of Fetal Alcohol Syndrome
<http://www.nofas.org/>
- Center for Parent Information and Resources
<http://www.parentcenterhub.org>

Resources for Educators/School Personnel

- UW FAS Diagnostic and Prevention Network:
<https://depts.washington.edu/fasdpn/index.htm>
- Center for Disease Control and Prevention
<https://www.cdc.gov/ncbddd/fasd/index.html>

More Resources...

- FASD Educational Strategies Handbook
<http://www.usd.edu/-/media/files/medicine/center-for-disabilities/fasd-educational-strategies-handbook.ashx?la=en>
- Understanding Overlapping Features
<http://www.fasdfamilies.com/wp-content/uploads/2016/02/overlapping-characteristics-sources1.ipq>

Substance abuse and mental health
services administration:

[https://www.samhsa.gov/fetal-alcohol-
spectrum-disorders-fasd-center](https://www.samhsa.gov/fetal-alcohol-spectrum-disorders-fasd-center)

Questions

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